



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3375 W. Galveston Rd., Chandler, AZ 85226

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jim Strogen
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : www.kyrene.org
Phone Number : (480) 783-3000
Fax Number : (480) 786-0848
E-mail : jstrog@kyrene.org

Mission

Kyrene del Sureno School community is committed to providing a caring, supportive, safe and cooperative atmosphere which fosters a learning partnership that contributes to the well-being of all individuals.

Sureno has a rich cultural diversity which is reflected in its student population. Students and staff are committed to providing students with the best possible educational environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve achievement in mathematics, reading, and writing.
- ü Integrate technology into the daily work and learning lives of students and staff.
- ü Provide students who are struggling with appropriate interventions to help them be successful in school.

Enrollment

October 1, 2005 School Year Student Enrollment : 443
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 49

Instructional Programs

- Ü All Day Kindergarten
- Ü AM & PM Kindergarten
- Ü SEI
- Ü Title I
- Ü Art, Music, and PE
- Ü Special Education
- Ü K-3 Literacy & Math Programs
- Ü Gifted

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Parents are regularly notified regarding school and classroom events through weekly classroom newsletters, teacher webpages, school website, principal newsletter, PTO meetings, phone calls, and twice a year parent conferences. Classrooms are open for observations and parent volunteers. Parents receive a monthly reading newsletter 'The Reading Connection' to help parents with reading activities to do at home with their children.

Parents

To deliver students motivated, ready for the daily routine of school; to support study skills and reinforce academic learning; to work as a team with school personnel to provide a positive home/school connection for students. We have a parent agreement that is signed by student, teacher, parent and principal of responsibilities that each of us will abide by for the school year. The emphasis of this agreement is on academic success for each child.

Transportation Policy

Kyrene District provides bus transportation for students who live one mile or more from the school. Transportation is also provided for students with significant disabilities when specified on their Individualized Educational Plan.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1893	80010	100	98	99	471	481	447	NA	3	10	9	8	18	64	47	53	26	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	934	38935	100	99	99	476	483	447	NA	2	9	7	8	19	66	49	55	27	41	17
Male	35	959	40974	100	98	98	464	480	448	NA	4	11	11	9	18	63	46	52	26	41	19
African American	NC	150	4201	NC	96	99	NC	447	430	NC	7	17	NC	17	23	NC	59	51	NC	17	9
Hispanic	15	296	34545	100	98	99	453	459	432	NA	6	14	13	14	24	73	56	53	13	24	9
Asian/Pacific Islander	NC	171	2068	NC	98	99	NC	503	474	NC	1	4	NC	5	10	NC	36	50	NC	58	36
American Indian/Alaskan Native	NC	62	3979	NC	94	96	NC	444	424	NC	15	17	NC	21	30	NC	50	47	NC	15	6
White	47	1214	35142	100	99	99	478	490	465	NA	2	5	4	5	11	66	45	56	30	47	28
Students with Disabilities	10	252	10161	100	91	93	NA	447	419	NA	16	28	NA	22	28	NA	40	36	NA	21	8
Students without Disabilities	66	1641	69849	100	100	100	476	486	451	NA	1	7	6	6	17	64	49	56	30	44	19
Limited English Proficient Students	NC	53	14013	NC	91	97	NC	430	413	NC	13	24	NC	28	34	NC	49	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	28	397	39029	100	97	98	453	452	432	NA	10	14	14	16	25	79	54	52	7	20	9
Non-Economically Disadvantaged	48	1496	40981	100	99	100	481	489	462	NA	1	6	6	6	13	56	46	54	38	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1871	79438	96	97	98	467	479	451	1	2	9	18	12	24	71	63	56	10	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	929	38775	100	98	99	473	484	457	2	2	7	10	9	22	78	65	58	10	25	13
Male	32	942	40560	91	96	97	461	474	446	NA	3	12	28	16	25	63	61	54	9	20	9
African American	NC	147	4178	NC	94	98	NC	454	439	NC	5	13	NC	27	29	NC	58	52	NC	10	6
Hispanic	14	292	34297	93	97	98	456	462	434	7	4	14	14	19	31	71	65	50	7	13	5
Asian/Pacific Islander	NC	170	2063	NC	97	99	NC	492	475	NC	1	3	NC	9	15	NC	61	63	NC	29	20
American Indian/Alaskan Native	--	59	3940	--	89	95	--	451	429	--	8	14	--	32	36	--	47	47	--	12	3
White	46	1203	34887	98	98	98	471	485	471	NA	1	4	15	9	15	76	64	63	9	26	18
Students with Disabilities	NC	231	9588	NC	83	88	NC	447	416	NC	10	30	NC	29	32	NC	48	34	NC	13	5
Students without Disabilities	66	1640	69850	100	100	100	470	483	456	2	1	7	17	10	23	71	65	59	11	24	12
Limited English Proficient Students	NC	50	13856	NC	86	96	NC	421	407	NC	14	27	NC	46	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	26	385	38685	93	94	97	448	452	435	4	6	14	31	25	32	58	59	50	8	9	5
Non-Economically Disadvantaged	47	1486	40753	98	98	99	478	486	467	NA	1	5	11	9	16	79	64	62	11	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1898	79971	100	99	99	450	454	423	3	3	8	26	25	41	66	64	49	5	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	938	38974	100	99	99	463	469	437	2	2	5	15	17	33	76	70	57	7	12	4
Male	35	960	40895	100	98	98	434	440	410	3	4	10	40	33	47	54	58	41	3	5	2
African American	NC	151	4203	NC	96	99	NC	429	411	NC	8	11	NC	32	45	NC	56	43	NC	5	2
Hispanic	15	299	34481	100	99	99	440	440	410	7	3	10	33	34	46	53	60	43	7	3	1
Asian/Pacific Islander	NC	173	2067	NC	99	99	NC	475	449	NC	1	4	NC	16	28	NC	64	60	NC	19	8
American Indian/Alaskan Native	NC	64	3995	NC	97	96	NC	441	409	NC	3	10	NC	36	47	NC	52	42	NC	9	1
White	47	1211	35150	100	99	99	451	459	437	2	2	5	26	22	35	68	67	56	4	9	5
Students with Disabilities	10	257	10258	100	92	94	NA	412	377	NA	11	23	NA	44	51	NA	42	25	NA	3	1
Students without Disabilities	66	1641	69713	100	100	100	450	461	429	3	1	5	24	22	39	67	68	52	6	9	3
Limited English Proficient Students	NC	56	13985	NC	97	97	NC	399	382	NC	11	18	NC	48	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	28	401	38994	100	98	98	442	430	409	4	6	10	29	36	47	64	54	41	4	3	1
Non-Economically Disadvantaged	48	1497	40977	100	99	100	454	461	437	2	2	5	25	22	34	67	67	56	6	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2050	80147	99	98	99	497	515	482	1	3	11	14	7	17	55	44	49	30	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	987	39281	100	99	99	495	516	483	NA	2	9	11	7	17	59	44	50	30	47	24
Male	49	1063	40780	98	98	98	498	515	482	2	3	12	16	7	17	51	44	48	31	46	24
African American	NC	191	4249	NC	97	99	NC	483	464	NC	9	17	NC	16	22	NC	51	48	NC	24	13
Hispanic	20	339	33494	100	98	99	488	498	466	5	4	15	15	12	23	55	53	49	25	31	14
Asian/Pacific Islander	NC	193	2103	NC	99	99	NC	542	515	NC	3	4	NC	2	8	NC	31	44	NC	65	45
American Indian/Alaskan Native	NC	57	4117	NC	93	96	NC	479	456	NC	7	19	NC	12	27	NC	61	46	NC	19	8
White	46	1270	36122	100	99	99	502	522	501	NA	1	5	11	5	10	57	41	50	33	52	35
Students with Disabilities	NC	234	10295	NC	89	92	NC	474	443	NC	14	33	NC	22	26	NC	44	33	NC	20	8
Students without Disabilities	82	1816	69852	99	100	100	496	520	488	1	1	7	15	5	16	55	44	51	29	50	26
Limited English Proficient Students	NC	48	12722	NC	98	97	NC	478	441	NC	10	27	NC	19	33	NC	54	37	NC	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	405	38371	97	97	97	472	484	465	3	9	15	30	13	23	55	57	49	12	22	13
Non-Economically Disadvantaged	53	1645	41776	100	99	100	512	523	498	NA	1	6	4	6	11	55	41	49	42	52	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2024	79686	98	97	98	485	494	470	1	3	11	21	12	24	69	72	57	8	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	980	39163	97	98	99	490	498	475	NA	2	9	14	10	22	75	73	60	11	15	10
Male	49	1044	40438	98	97	97	481	490	465	2	4	13	27	13	25	65	71	54	6	12	7
African American	NC	187	4228	NC	95	98	NC	472	458	NC	8	15	NC	19	28	NC	69	53	NC	4	4
Hispanic	19	335	33299	95	97	98	478	479	452	NA	4	17	21	19	32	74	70	47	5	7	3
Asian/Pacific Islander	NC	191	2097	NC	98	99	NC	501	490	NC	3	5	NC	8	13	NC	71	68	NC	18	14
American Indian/Alaskan Native	NC	57	4087	NC	93	96	NC	467	446	NC	9	16	NC	32	38	NC	56	44	NC	4	2
White	46	1254	35914	100	98	98	484	502	489	2	1	5	17	8	15	74	74	67	7	17	14
Students with Disabilities	NC	211	9808	NC	80	87	NC	462	432	NC	15	35	NC	27	32	NC	52	30	NC	6	3
Students without Disabilities	82	1813	69878	99	100	100	483	498	475	1	1	8	22	10	23	68	74	61	9	15	9
Limited English Proficient Students	NC	42	12594	NC	86	96	NC	446	422	NC	17	34	NC	33	45	NC	50	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	32	393	38095	94	94	97	464	471	452	3	8	17	38	24	32	56	62	48	3	7	3
Non-Economically Disadvantaged	53	1631	41591	100	98	99	497	500	486	NA	2	6	11	9	16	77	74	65	11	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2042	80372	99	98	99	493	501	475	NA	1	4	12	14	30	87	79	64	1	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	989	39452	100	99	99	498	513	488	NA	1	3	8	9	22	92	83	72	NA	8	3
Male	49	1053	40836	98	98	98	489	489	464	NA	2	6	14	19	37	84	76	56	2	3	1
African American	NC	192	4264	NC	97	99	NC	480	465	NC	4	5	NC	25	35	NC	70	59	NC	2	1
Hispanic	20	339	33608	100	98	99	484	487	462	NA	2	6	25	21	36	75	77	57	NA	1	1
Asian/Pacific Islander	NC	191	2098	NC	98	99	NC	517	500	NC	2	2	NC	6	16	NC	77	75	NC	16	7
American Indian/Alaskan Native	NC	60	4128	NC	98	97	NC	483	464	NC	NA	4	NC	27	39	NC	72	56	NC	2	1
White	46	1260	36213	100	98	99	495	506	489	NA	1	2	7	11	22	93	82	72	NA	6	3
Students with Disabilities	NC	230	10526	NC	87	94	NC	461	427	NC	5	15	NC	41	53	NC	53	31	NC	2	1
Students without Disabilities	82	1812	69846	99	100	100	493	506	482	NA	1	3	12	10	26	87	83	69	1	6	2
Limited English Proficient Students	NC	45	12747	NC	92	97	NC	450	432	NC	9	12	NC	31	52	NC	58	36	NC	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	400	38521	97	96	98	481	480	461	NA	2	6	27	29	38	73	67	55	NA	3	1
Non-Economically Disadvantaged	53	1642	41851	100	99	100	500	506	489	NA	1	3	2	10	22	96	82	72	2	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2071	79306	100	98	99	524	551	504	NA	3	13	17	7	20	55	41	49	28	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1006	38845	100	99	99	529	553	505	NA	3	11	11	6	20	61	42	50	28	48	18
Male	40	1065	40383	100	98	98	520	549	504	NA	3	14	23	9	19	50	39	47	28	48	19
African American	NC	157	4171	NC	99	98	NC	517	485	NC	10	20	NC	13	26	NC	48	44	NC	28	10
Hispanic	21	315	32673	100	97	99	508	531	487	NA	5	18	19	11	25	71	50	46	10	34	10
Asian/Pacific Islander	NC	177	2147	NC	99	99	NC	579	539	NC	3	5	NC	4	10	NC	28	46	NC	65	40
American Indian/Alaskan Native	NC	47	4034	NC	94	97	NC	523	479	NC	11	22	NC	11	29	NC	49	43	NC	30	7
White	45	1375	36234	100	98	99	530	556	523	NA	2	6	18	6	13	47	39	52	36	52	28
Students with Disabilities	NC	231	10286	NC	87	91	NC	486	462	NC	23	41	NC	24	27	NC	41	27	NC	12	5
Students without Disabilities	68	1840	69020	100	100	100	527	559	510	NA	1	9	15	5	18	56	41	52	29	53	21
Limited English Proficient Students	NC	30	10291	NC	97	96	NC	516	458	NC	13	38	NC	17	34	NC	47	26	NC	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	21	335	37437	100	96	97	507	515	486	NA	10	19	24	16	26	62	51	46	14	23	9
Non-Economically Disadvantaged	55	1736	41869	100	98	100	531	558	521	NA	2	7	15	6	14	53	39	51	33	53	27

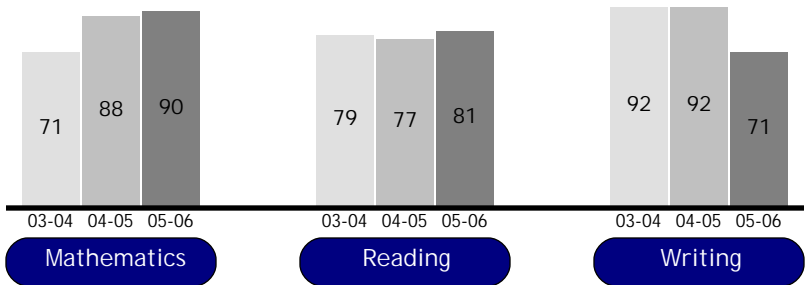
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2042	79000	100	97	98	497	518	489	1	2	10	30	11	24	59	68	58	9	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	995	38774	100	97	99	505	522	494	NA	1	7	19	8	22	69	70	61	11	20	10
Male	40	1047	40150	100	96	98	490	514	485	3	3	12	40	14	25	50	65	55	8	18	8
African American	NC	155	4153	NC	97	98	NC	491	476	NC	6	13	NC	26	30	NC	61	53	NC	6	4
Hispanic	21	312	32508	100	96	98	483	503	472	5	3	15	33	16	33	62	72	49	NA	9	3
Asian/Pacific Islander	NC	176	2142	NC	98	99	NC	530	510	NC	3	4	NC	8	14	NC	61	67	NC	28	16
American Indian/Alaskan Native	NC	44	4016	NC	88	96	NC	494	467	NC	5	14	NC	23	37	NC	66	46	NC	7	2
White	45	1355	36135	100	97	98	503	524	508	NA	1	4	31	8	14	53	68	67	16	22	15
Students with Disabilities	NC	202	9991	NC	76	88	NC	473	449	NC	13	33	NC	39	36	NC	41	29	NC	7	2
Students without Disabilities	68	1840	69009	100	100	100	500	523	495	NA	1	6	29	8	22	60	71	62	10	20	10
Limited English Proficient Students	NC	30	10199	NC	97	95	NC	467	439	NC	23	35	NC	23	47	NC	50	18	NC	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	21	324	37234	100	93	97	490	490	472	NA	6	15	29	23	33	67	65	50	5	6	3
Non-Economically Disadvantaged	55	1718	41766	100	97	99	499	524	505	2	1	5	31	9	16	56	68	65	11	22	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	2066	79611	100	98	99	507	525	496	3	2	7	33	24	37	64	72	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1008	39016	100	99	99	523	539	511	3	1	4	11	14	29	86	82	66	NA	3	1
Male	40	1058	40519	100	97	98	493	513	482	3	2	10	53	33	44	45	64	46	NA	1	0
African American	NC	154	4188	NC	97	98	NC	511	486	NC	3	9	NC	37	40	NC	59	50	NC	1	0
Hispanic	21	318	32855	100	98	99	493	513	481	5	3	10	38	29	43	57	68	47	NA	1	0
Asian/Pacific Islander	NC	176	2149	NC	98	100	NC	540	519	NC	2	4	NC	16	24	NC	78	70	NC	5	2
American Indian/Alaskan Native	NC	46	3992	NC	92	96	NC	496	478	NC	7	10	NC	41	46	NC	50	44	NC	2	0
White	45	1372	36380	100	98	99	516	529	511	2	1	4	27	21	30	71	75	65	NA	2	1
Students with Disabilities	NC	228	10664	NC	85	94	NC	472	440	NC	9	23	NC	57	54	NC	33	22	NC	0	1
Students without Disabilities	68	1838	68947	100	100	100	509	532	504	3	1	4	28	20	34	69	77	61	NA	2	1
Limited English Proficient Students	NC	30	10362	NC	97	97	NC	463	438	NC	17	22	NC	43	57	NC	40	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	21	333	37626	100	96	98	500	502	479	5	5	10	33	38	45	62	56	45	NA	1	0
Non-Economically Disadvantaged	55	1733	41985	100	98	100	510	530	511	2	1	4	33	21	30	65	76	65	NA	2	1

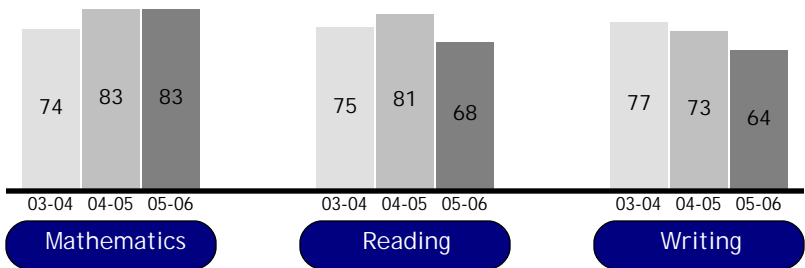
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	63	NA	58	99	60	60	47	100	67	65	46
	Language	100	56	60	50	99	65	58	47	100	75	65	48
	Mathematics	99	71	76	64	99	65	66	50	100	79	73	52
3	Reading	100	61	NA	55	100	50	59	44	96	61	68	46
	Language	100	64	72	61	100	53	57	44	100	61	63	46
	Mathematics	100	64	78	61	100	61	67	51	100	68	75	52
4	Reading	98	70	NA	56	99	58	63	48	98	65	68	52
	Language	99	60	66	52	99	59	63	49	99	63	70	52
	Mathematics	100	73	78	61	100	66	70	53	99	68	76	58
5	Reading	95	70	NA	55	100	60	65	50	100	61	75	56
	Language	96	64	65	49	100	60	65	50	100	61	73	54
	Mathematics	95	78	83	63	100	56	67	49	100	63	78	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 6 Teacher(s)
 4 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Parent/Educator Relations
 Ü Budget
 Ü School Climate
 Ü School Improvement
 Ü Advice for Leadership

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	26.92
Other Professional Staff	2.50	Teacher Aide	7.99

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	2	1	0	0
7 to 9 years	2	2	0	0
10 or more years	13	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	18%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Multimedia Center	Ü Waterford Computer Lab
Ü Two Computer Labs	Ü Read Naturally Lab

Extracurricular Activities

Ü Kyrene Kids Club-Before&After School	Ü Student Council
Ü Kyrene Youth Enrichment Programs	Ü Kyrene Kids Club - Pre School Program
Ü Community Facilities Use	Ü Kyrene Kids Club Infant Program
Ü Kyrene Chess Club	Ü Kyrene Kids Club Toddler Program

Social Services

Ü Social Skills Programs	Ü Second Step Program
Ü Afterschool Programs	Ü Social Worker Family Assistance
Ü Breakfast Program	Ü Prevention Program
Ü Lunch Program	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Recognized as a 'Highly Performing' school by the State of Arizona.

ü As measured by our Site Council Community Survey, the school efforts are rated mostly in the 90 - 99% range.

ü Attained 'Adequate Yearly Progress' label from the Federal Government for 2005 - 2006 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The key to our safe climate is a total community commitment to work together to ensure a safe environment for all. A School Safety Plan has been developed which includes provisions for emergency evacuations.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mr. Jim Strogon	(480) 783-3000
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Smith	(480) 783-4175
School Nutrition Programs	Linda Dokken	(480) 783-3096
Parent Organization	Carol Aranjó	(480) 783-3000
Student Health/Nurse	Karen Tuttle	(480) 783-3084

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.